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17. ABSTRACT (MAX. 250 WORDS)

A dropout is a pupil who leaves a school before graduation or before the completion of a program of studies, and who does not transfer to another school. Tables show the number of pupils in schools from grade five through college entrance from 1924 to 1962, and from grade nine through graduation from 1928 to 1962. Another table shows public school ninth grade enrollment in 1958 and the number and percent graduating in 1962 by state.

Some of the reasons for leaving school include financial needs, dislike of school, home circumstances, marriage, pregnancy, feeling of rejection, failure and retardation, conflicts with teachers, and frequent changes of schools. Early school dropout can be reduced by: improving the extracurricular program; providing part-time employment; improving the instructional program; assisting with educational choices; reducing size of classes; and cooperating in community, educational, social, and recreational programs. A list of references of public school programs which are taking measures to keep children in school is included.

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PROJECT: SCHOOL DROPOUTS

OVERCOMING FAILURE/AN ACTION PROGRAM/CONSULTATION CLEARING HOUSE RESEARCH

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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ED002442

April 1963

SCHOOL DROPOUTS

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of 10 students in the fifth grade will not ever finish high school--and that is a waste we cannot afford.

So spoke President Kennedy in his State of the Union message to the Congress on January 14, 1963.

The traditional primary function of secondary schools has today given way to the idea that just about every boy and girl should complete the program and graduate. In 1957, the Stay-In-School Committee, representing the U. S. Office of Education, the U. S. Department of Labor, and the U. S. Department of Defense, issued a handbook (89)[1] to help local communities promote the stay-in-school drive. Byrne (10) countered by proposing that this drive be examined objectively, and, discussing the reasons young people give for dropping out of school, told why he thought it impossible, if not undesirable, to have all youth attempt to complete high school. Woodring (95) points out that even with automation, there are unskilled and semiskilled jobs that can be done by those whose intellectual limitations are such that they cannot profit from the usual vocational courses which prepare boys and girls for skilled occupations.

In 1962, the U. S. Department of Labor issued a pictorial booklet (88) directed to potential dropouts. It suggests ways of getting part-time employment.

In September 1961, the NEA Project on School Dropouts was started under a Ford Foundation grant. It was planned to run for three years and to provide consultant, clearing-house, and recommendation services to state and private agencies and groups. The Project seeks to encourage the development of school programs which will decrease the number of dropouts, and which will also provide for the large numbers of young people who now drop out of school annually. The Project, in addition, will aim to correlate the efforts of various agencies in dealing with the dropout and youth employment problems. The Project does not plan any research, but encourages and works with school systems, universities, and agencies engaged in such projects.

The Project publishes a Newsletter to extend its clearing-house function so that all types of communities and a wide representation of geographical areas may be helped. The Newsletter features brief descriptions of current programs, and refers to recent and related research in this area. On December 2-4, 1962, the Project held a symposium in Washington, D. C., to probe for basic causes of school dropouts. Currently it is planning a symposium on "Guidance and the School Dropout," co-sponsored with the American Personnel and Guidance Association, to be held May 5-7, 1963, at West Point.

Who Is a Dropout?

The Cooperative Project on Pupil Accounting for Local and State School Systems has adopted a standard definition for the term dropout that school systems can now use in pupil accounting and research studies. The new term will appear

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Single copy free; copies in quantity available in packages of 10 for $1 from NEA Publications-Sales, 1201 - 16th St., N. W., Washington, 36, D. C. Stock Number 732-18906. Orders for $2 or less must be accompanied by payment.

[1] Numbers in parentheses refer to the list of selected references beginning on p. 16.

in a future publication, Pupil Accounting for Local and State School Systems, under the auspices of the U. S. Office of Education. The NEA Project on School Dropouts co-operated with the U. S. Office of Education in formulating this new definition:

> A dropout is a pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.
>
> The term dropout is used most often to designate those elementary- and secondary-school pupils who have been in membership during the regular school term and who withdraw from membership before graduating from secondary school (grade 12) or before completing their programs of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of school work.

Number of Dropouts

Two methods are commonly used to determine the number of dropouts on a nationwide scale. The one most often used by the U. S. Office of Education starts with 1,000 pupils in the fifth grade and counts the number in each grade in successive years. Because many children repeat the earlier grades and because compulsory education laws keep children in school until the fifth grade, the enrollment for that grade is considered the best basis for comparison. The figures in Table 1 show for selected years the number of pupils in each succeeding grade beginning with 1,000 in the fifth. We can assume that factors not taken into consideration in compiling the data are fairly constant, and use the figures for general comparisons.

Since 1950, more than half the pupils from the fifth grade of eight years before were graduated from high school; and the number has increased in succeeding years so that now about 64 percent of the fifth-graders stay in school through high-school graduation.

TABLE 1.--RETENTION RATES,[a/] FIFTH GRADE THROUGH COLLEGE ENTRANCE, IN PUBLIC AND NONPUBLIC SCHOOLS: 48 STATES AND THE DISTRICT OF COLUMBIA, 1924-1932 TO 1954-1962

Grade	Number continuing per 1,000 pupils in the fifth grade in:										
	1924-25	1930-31	1940-41	1942-43	1944-45	1946-47	1948-49	1950-51	1952-53	1953-54	1954-55
1	2	3	4	5	6	7	8	9	10	11	12
Fifth[b/]	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Sixth	911	943	968	954	952	954	984	981	974	990	980
Seventh	798	872	910	909	929	945	956	968	965	974	979
Eighth	741	824	836	847	858	919	929	921	936	943	948
Ninth	612	770	781	807	848	872	863	886	904	913	919
Tenth	470	652	697	713	748	775	795	809	835	852	855
Eleventh	384	529	566	604	650	641	706	709	746	759	764
Twelfth	344	463	507	539	549	583	619	632	667	680	684
High-school graduates	302	417	481	505	522	553	581	582	621	632	636
Year of high-school graduation	1932	1938	1948	1950	1952	1954	1956	1958	1960	1961	1962
Colleges: First-time students	118	148	c/	205	234	283	301	308	328	334	336

Source:

U. S. Department of Health, Education, and Welfare, Office of Education. "Statistical Summary of Education, 1955-56." Biennial Survey of Education in the United States: 1954-56. Washington, D. C.: Government Printing Office, 1959. Chapter 1, p. 13.

U. S. Department of Health, Education, and Welfare, Office of Education. Digest of Educational Statistics. Washington, D. C.: the Office, 1962. p. 12.

a/ These retention rates are approximate only. Rates for the fifth grade through high-school graduation are based on enrollments in successive grades in successive years in public elementary and secondary schools, and are adjusted to include estimates for nonpublic schools. Rates for first-time college enrollment are based on data supplied to the Office of Education by institutions of higher education.

b/ Fifth grade in 12-grade systems; fourth grade in 11-grade systems.

c/ Lack of detailed information regarding veteran students makes the calculation of the retention rate unreliable.

TABLE 2.--RETENTION RATES,[a] NINTH GRADE THROUGH HIGH-SCHOOL GRADUATION, IN PUBLIC AND NONPUBLIC SCHOOLS: 48 STATES AND THE DISTRICT OF COLUMBIA, 1928-1932 TO 1958-1962

Grade	Number continuing per 1,000 pupils in the ninth grade in:										
	1928-29	1934-35	1944-45	1946-47	1948-49	1950-51	1952-53	1954-55[b]	1956-57[b]	1957-58[b]	1958-59[b]
1	2	3	4	5	6	7	8	9	10	11	12
Ninth[c]	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Tenth	768	847	892	884	822	889	921	913	924	933	930
Eleventh	627	687	725	748	766	735	818	800	825	831	831
Twelfth	562	601	649	668	648	669	717	713	738	745	744
High-school graduates.	495	541	616	626	616	634	673	657	687	692	692
Year of graduation ...	1932	1938	1948	1950	1952	1954	1956	1958	1960	1961	1962

Source:
U. S. Department of Health, Education, and Welfare, Office of Education. "Statistical Summary of Education, 1955-56." Biennial Survey of Education in the United States: 1954-56. Washington, D. C.: Government Printing Office, 1959. Chapter 1, p. 31.

a/ These retention rates are approximate only. They are based on enrollments in successive grades in successive years in public secondary schools, and are adjusted to include estimates for nonpublic schools.

b/ Calculated by the NEA Research Division on the basis of the figures in columns 9-12 of Table 1.

c/ Ninth grade in 12-grade systems; eighth grade in 11-grade systems.

Table 2 shows for selected years the number of pupils in each succeeding grade beginning with 1,000 in the ninth grade. About 7 pupils in 10 who enter the ninth grade now remain in school through high-school graduation.

Table 3 gives by state the public-school ninth-grade enrollment in 1958-59, and the number and percent graduating in 1962. These figures on enrollment and graduates are not completely comparable because of interstate migration and shifts between public and nonpublic schools during the four years.

The U. S. Bureau of the Census (84) determines the number of dropouts by subtracting the number of pupils in school from the number of children of school age. As of October 1961, Bureau of the Census reports showed 37,755,000 of the 39,948,000 children and youth from 5 to 17 years of age enrolled in some kind of school. Table 4 gives the population of school age and school enrollment for one year, 1961, by age group.

This table shows that 15.5 percent of the 16- and 17-year-olds were not enrolled in any school in October 1961. It bears out findings of most local studies that the greatest percentage of withdrawals comes about the time pupils reach maximum compulsory attendance age. Wolfbein (94), in his summary of the U. S. Department of Labor Study (87), however, points out that while the modal age of leaving school before graduation from high school is 16--the most common maximum school compulsory age--1 in 8 stays in school until age 19.

The Bureau of the Census further showed that over the years larger proportions of youths are completing high school and starting college. Note especially the gains in percents of 16- and 17-year-olds enrolled in school:

Year	Percent enrolled in school	
	16 and 17 years old	18 and 19 years old
1947	67.6%	24.3%
1948	71.2	26.9
1949	69.5	25.3
1950	71.3	29.4
1951	75.1	26.3
1952	73.4	28.7
1953	74.7	31.2
1954	78.0	32.4
1955	77.4	31.5
1956	78.4	35.4
1957	80.5	34.9
1958	80.6	37.6
1959	82.9	36.8
1960	82.6	38.4
1961	83.6	38.0

Thomas (83) presents a study of dropouts in the Chicago area which illustrates a procedure that could be useful in other areas. Rather than study the characteristics of dropouts in just one year, Thomas obtained data on a group entering high school in 1947 and graduating in 1951, thus following the same students through four years. Snepp's study (80) of dropouts also presents a promising procedure for local schools to use in determining the number of

TABLE 3.--NUMBER AND PERCENT OF PUBLIC HIGH-SCHOOL PUPILS IN GRADE 9 IN 1958-59 WHO GRADUATED IN 1961-62, 4 YEARS LATER, BY STATE

State	High-school graduates, 1961-62	9th grade enrollment, 1958-59	Percent graduating	Percent not graduating
1	2	3	4	5
Total U. S. (excl. D. C.) ...	1,682,609	2,415,309	69.7%	30.3%
Alabama	30,455	51,860	58.7	41.3
Alaska	1,424	2,266	62.8	37.2
Arizona	12,499	19,009	65.8	34.2
Arkansas	19,328	30,576	63.2	36.8
California	166,500	201,721[a]	82.5	17.5
Colorado	17,367	24,581	70.7	29.3
Connecticut	21,941	29,944[a]	73.3	26.7
Delaware	4,026	5,630	71.5	28.5
Florida	42,882	66,039	64.9	35.1
Georgia	36,014	63,458	56.8	43.2
Hawaii	7,793	9,418	82.7	17.3
Idaho	8,722	11,851	73.6	26.4
Illinois	82,739	118,189	70.0	30.0
Indiana	46,825	67,575	69.3	30.7
Iowa	30,081	38,030	79.1	20.9
Kansas	24,715[b]	31,398	78.7	21.3
Kentucky	23,759	41,524	57.2	42.8
Louisiana	28,492	48,004	59.4	40.6
Maine	8,655	12,966	66.8	33.2
Maryland	26,438	40,190	65.8	34.2
Massachusetts	45,826	62,719[a]	73.1	26.9
Michigan	75,323	96,147	78.3	21.7
Minnesota	38,340	47,977	79.9	20.1
Mississippi	22,094	36,474	60.6	39.4
Missouri	40,174[b]	55,921	71.8	28.2
Montana	7,413	10,115	73.3	26.7
Nebraska	14,469	18,619	77.7	22.3
Nevada	2,638	4,173	63.2	36.8
New Hampshire	4,896	7,282	67.2	32.8
New Jersey	50,977	72,210	70.6	29.4
New Mexico	8,971	15,205	59.0	41.0
New York	131,741	195,278	67.5	32.5
North Carolina	48,068	81,342	59.1	40.9
North Dakota	7,604	9,782	77.7	22.3
Ohio	86,681	122,055	71.0	29.0
Oklahoma	27,052	39,347	68.8	31.2
Oregon	20,127	26,780	75.2	24.8
Pennsylvania	103,037	140,151	73.5	26.5
Rhode Island	6,448	9,010[c]	71.6	28.4
South Carolina	23,929	39,878	60.0	40.0
South Dakota	8,186	10,141	80.7	19.3
Tennessee	33,701	57,164	59.0	41.0
Texas	86,518	137,872	62.8	37.2
Utah	12,130	15,674	77.4	22.6
Vermont	3,315	4,810	68.9	31.1
Virginia	34,232	54,843	62.4	37.6
Washington	33,223	41,525	80.0	20.0
West Virginia	19,527	32,587	59.9	40.1
Wisconsin[d]	41,401	50,741[a]	81.6	18.4
Wyoming	3,913	5,258	74.4	25.6

Source:
U. S. Department of Health, Education, and Welfare, Office of Education, Studies and Surveys Branch.

a/ Enrollment not cumulative, but as of a specific date.
b/ Estimated by state.
c/ Partially estimated by Office of Education.
d/ Excludes vocational schools not operated as part of the regular public school system.

dropouts. In addition, he presents a series of questions which should help others find potential dropouts.

What Happens to Dropouts?

The U. S. Department of Labor in October 1961 surveyed the employment status of June 1961 graduates and pre-graduation dropouts who would have graduated in 1961 if they had made normal progress (67, 68). The survey found that 900,000 of the 1,750,000 June 1961 graduates were not in college, and most of them were in the labor force; 18 percent were unemployed. The 350,000 dropouts (those over age 16 who left school before high-school graduation) had an unemployment rate of 27 percent.

Nearly two-thirds of the girls who had graduated had clerical jobs and nearly one-third of the boys were operatives and kindred workers. See Table 5.

Dropping out of school before high-school graduation makes a great difference in kind of occupation for women. About two-thirds of the employed women graduates were clerical workers, but only one-sixth of the women dropouts of 1960 and 1961 were. Women dropouts were more likely to be factory workers, service workers, or unskilled farm laborers.

Educational attainment determines to a great extent the type of work in which a person will be employed and his income. For example, the Bureau of Labor Statistics of the U. S. Department of Labor reported (36) that while the income of city men 14 years of age and older who had one to three years of high school dropped from an average of $3,858 in 1956 to $3,840 in 1958, the income of city men who had four years of high school increased from $4,563 to $4,702. This survey also showed that while 4.7 percent of the white males 18 years old and older who had one to four years of high school were professional and technical workers, only 1.2 percent of those with no high school were. Also, 1.5 percent of the nonwhite males with some high school were professional and technical workers, but 0.5 percent of those with no high school were. Furthermore, while 9.8 percent of the white males with no high-school education were laborers, 5.3 percent of those with some high school were. Figures for nonwhite males were 33.6 and 19.7 percent, respectively.

Bienstock (5) states that the occupational outlook for dropouts is bleak--the tendency is for the dropout to join that part of the labor force that is expanding least rapidly. He points out that only 22 percent of the white-collar workers in March 1962 had less than four years of high school, but 40 percent had some college; in contrast, 65 percent of the blue-collar workers had less than a high-school education, and only 6 percent had some college. What makes the outlook for dropouts bleak is that white-collar jobs are becoming more numerous and blue-collar jobs less numerous.

In addition, Bienstock points out that dropouts have a high unemployment rate; in March

TABLE 4.--FALL SCHOOL ENROLLMENT OF CIVILIAN NONINSTITUTIONAL POPULATION, OCTOBER 1961

Age group	Total population	Enrolled in school		Percent not enrolled in school
		Number	Percent	
1	2	3	4	5
5 years	3,477,000	2,319,000	66.7%	33.3%
6 years	3,427,000	3,354,000	97.9	2.1
7 to 9 years	9,946,000	9,907,000	99.6	0.4
10 to 13 years	12,394,000	12,327,000	99.5	0.5
Total	29,244,000	27,907,000	95.4%	4.6%
14 and 15 years	5,949,000	5,830,000	98.0	2.0
16 and 17 years	4,755,000	4,018,000	84.5	15.5
Total	10,704,000	9,848,000	92.0%	8.0%
Grand total	39,948,000	37,755,000	94.5%	5.5%

Source:
U. S. Department of Commerce, Bureau of the Census. School Enrollment: October 1961. Current Population Reports, Population Characteristics, Series P-20, No. 117. Washington, D. C.: the Bureau, July 11, 1962. p. 8.

TABLE 5.--OCCUPATION OF EMPLOYED JUNE 1961 HIGH-SCHOOL GRADUATES NOT IN COLLEGE AND OF 1961 SCHOOL DROPOUTS 16 TO 24 YEARS OF AGE, OCTOBER 1961

Major occupation group	June 1961 high-school graduates employed in October 1961			1961 school dropouts	
	Men	Women	Total	Men	Women
1	2	3	4	5	6
Professional, technical, and kindred workers	...	2.5%	1.5%	1.8%	a/
Managers, officials, and proprietors, except farm	0.4%	...	0.2	...	a/
Clerical and kindred workers	9.9	63.2	41.6	7.3	a/
Sales workers	4.5	6.5	5.7	3.6	a/
Craftsmen, foremen, and kindred workers	9.9	0.3	4.2	4.5	a/
Operatives and kindred workers	31.0	9.6	18.2	22.7	a/
Private household workers	...	4.8	2.8	1.8	a/
Service workers, except private household	6.6	10.1	8.7	12.7	a/
Farmers and farm managers	2.1	...	0.8	...	a/
Laborers, except farm and mine	23.6	...	9.5	17.3	a/
Farm laborers and foremen	12.0	3.1	6.7	28.2	a/
Number employed (thousands)	242	357	599	108	67

Source:
Schiffman, Jacob. "Employment of High School Graduates and Dropouts in 1961." Special Labor Force Report. Monthly Labor Review 85: 502-509; May 1962. p. 505, 508.
a/ Percent not shown where base is less than 100,000.

1962, those with some college education had an unemployment rate of 2.6; high-school graduates, a rate of 5.1; but high-school dropouts, a rate of 8.1. Also, as the percent of high-school dropouts in the occupational groups increased, the unemployment rate increased. For example, in 1962, 21.2 percent of the clerical and kindred workers were high-school dropouts, and the occupational group had an unemployment rate of 3.9; 74.6 percent of the laborers (except farm and mine) were high-school dropouts, and the occupational group had an unemployment rate of 12.4.

Do dropouts continue their education in later years, even to improve their employment? Greene (27) questioned 48 dropouts and 19 graduates who had been out of school at least 11 years. All the high-school graduates had taken some college work, had attended a trade school, or had taken some adult education course. Of the 48 dropouts, 30 had had no more education; five had taken only a correspondence course, three had attended a trade school, and three had taken apprenticeship only; the remainder had taken various combinations of these types of training. However, since some of these dropouts never finished the courses they started, only one-fourth in reality had taken advantage of the education available to them.

Why Boys and Girls Leave School

Many kinds of studies have been made on the assumption that the number of dropouts could be greatly reduced if we once learned why boys and girls leave school before high-school graduation. Private organizations and individuals, state departments of education, city school systems, professional educational organizations, the U. S. Office of Education, and the U. S. Department of Labor have collected a mass of information about school dropouts.

These studies have usually combined data from several of the following sources: (a) teacher opinion about the dropout; (b) opinions of the the dropouts themselves; (c) comparisons of dropouts with pupils who finish with respect to intelligence, sex, age, average marks, socioeconomic status of the family, race, and health; (d) examination of evidence in the cumulative school record of the dropout; and (e) personal interviews with the dropouts and their families.

However, youth who drop out of school do not readily supply information. Many of them give vague and meaningless reasons for leaving school or become voluble about some incident which was important only because it was the last in a series of dissatisfactions. On questionnaires where they are asked to check reasons for leaving school, dropouts naturally tend to check those items which will show themselves in the best light. In many cases the dropout is probably unaware of the fundamental reasons for his decision.

Cook's study (14) of 95 dropouts from a large city high school found that the reasons for leaving school, as given by the dropouts, were: going to work (39.6 percent), dislike of school (20.9 percent), marriage (20.9 percent), failing courses (9.4 percent), needed at home (4.6 percent), left home (2.3 percent), and administrative request (2.3 percent). On the other hand, in the opinion of the school counselor the reasons were these: failure and retardation (34.9 percent), home circumstances (28.1 percent), marriage (20.2 percent), feelings of rejection (9.6 percent), and conflicts with teachers (7.2 percent).

Dropouts most often give two reasons for leaving school: financial need and dislike of school. Financial need may include anything from contributing to the support of the family to buying a hot-rod, and dislike of school is nearly as inclusive. The dropout may say that he dislikes school because he is discouraged over his academic progress or dislikes a certain teacher or subject; he may mean that he sees no practical value in the subjects he is studying or that he feels excluded from the social life of the school.

Bowman and Matthews (9) listed these reasons: dislike of school (21 percent), academic failure (20 percent), poor social adjustment (18 percent), need to work because of poor finances (16 percent), pregnancy (9 percent), teachers unfair (6 percent), and other reasons (10 percent). In contrast, Bowman and Matthews also listed reasons given for staying in school: get better job (32 percent), never had any other idea (14 percent), parental guidance (13 percent), just liked school (9 percent), need all the education you can get, must to enter college (14 percent), wanted high-school diploma (6 percent), and other reasons (12 percent).

Intelligence

Investigators are not agreed about the importance of intelligence as a factor in dropping out of school. Some studies (7, 50, 77) have found that intelligence is not particularly important, while others, (14, 15, 18, 83, 91) show that low scholastic aptitude is one of the characteristics of the potential dropout. Several studies are on particular interest on this point.

The U. S. Department of Labor study of dropouts in seven communities (87) found that three times as many dropouts as high-school graduates had IQ's under 85, and that nearly three times as many graduates as dropouts had IQ's of 110 and over:

	IQ under 85	IQ 85-89	IQ 90-109	IQ 110 and over
High-school graduates..	10%	11%	63%	16%
Dropouts	31	15	48	6

On the basis of these figures, Wolfbein (94) who presents the major results of the U. S. Department of Labor study, suggests that the waste of human resources through withdrawal of students who might be college material is not as great as some persons contend.

Lazare (44) found that 82.4 percent of the dropouts from the Tacoma and Pierce County public schools during the first semester of 1956 had IQ's from 90 to 110, but that of the ninth-graders of the previous three years, 60.1 percent, 60.9 percent, and 57.6 percent, respectively, had average ability.

Woollatt (96) reported that in the New York State Holding Power Project 12.1 percent of the dropouts had IQ's of 110 and above, and 30.4 percent had IQ's below 90. Bowman and Matthews (9) found a range of 60-115 in IQ, with a mean of 83, and that 75 percent of the dropouts fell in the lower half of the distribution of intellectual scores; 55 percent of those who stayed in school also did.

A study (85) sponsored by the Bureau of the Census and the Department of Agriculture found an association between academic ability and graduation from high school:

	High-school seniors in October 1959	
IQ	Percent graduated	Percent not graduated
Top quartile	94.7%	5.3%
Second quartile	93.5	6.5
Third quartile	88.0	12.0
Bottom quartile	79.9	20.1
Scholastic standing		
Top quartile	97.4	2.6
Second quartile	96.7	3.3
Third quartile	95.3	4.7
Bottom quartile	80.5	19.5
High-school curriculum		
College preparatory..	95.9	4.1
Commercial, vocational and other...	87.3	12.7
General	81.7	18.3

Cook (15) compared dropouts and nonleavers during the 1952-53 school year at Atlanta high school, and concluded that the greatest

difference, among many differences, between the two groups was in measured intelligence. Lanier (42) compared dropouts and nonleavers in the fall semester of 1948 in an Austin, Texas, high school. Both Cook and Lanier found that the language IQ of the dropout was considerably below that of the nonleaver, but that the non-language IQ of the dropout was higher than his language IQ.

Reading Failure

Perhaps because of his language disabilities, the dropout's level of reading achievement is significantly lower than that of the nonleaver. For example, Bledsoe (6) found that dropouts from the ninth and tenth grades had a mean reading comprehension score of 7.9; the rest of the ninth-graders, a mean score of 8.9.

Penty (62) also found a relationship between reading ability and withdrawal from high school: Three times as many poor readers as good readers dropped out of school, and the likelihood of a poor reader's dropping out was greater when other factors pressuring a student toward withdrawal were present.

Nachman, Getson, and Odgers (57) found that 75.4 percent of the dropouts for reading test information was available scored below the median of their level; 53.4 percent were in the bottom quartile.

Reading skill is affected, however, by many factors--physical, social, and emotional. A pupil may suffer brain injury or auditory-visual disabilities; and one study (76) has shown a close correlation between the ability to read well and various home influences such as the size of the family, the level of parental aspiration for the child, the educational level of the parents, and the occupational status of the father.

Disabilities in reading can have serious repercussions. Pupils who do not read well enough for the work of their grade or subject are likely to fail, and failure produces discouragement.

Grade and Subject Failure

Failure in school seems to be closely related to dropping out. Dropouts are often grade repeaters; they fail early, most often in the first, third, and fourth grades, and show a general decline in scholarship from the elementary to the senior high school. Cook (15) found that dropouts in the school he studied averaged D grades while the nonleavers averaged a high C. Silverstone (78) found that 70.9 percent of the dropouts from Bridgeport, Connecticut, schools in 1961-62 were failing two or more subjects, more than a quarter of them, four or five subjects. Dresher (18) considers failure in elementary and in high school a very important factor in withdrawal.

Retardation

Retardation is so closely bound up with grade and subject failure and attendance that it is difficult to consider these topics separately. The pupil who has failed his grade--who is retarded--will often lose interest in school and skip classes. The U. S. Department of Labor (87) found that 84 percent of the dropouts were retarded at least one year, and 53 percent were retarded two or more years. Also, 3 dropouts in 10 left school in the eighth grade or before, and 6 in 10 never enrolled in the tenth grade (the beginning of senior high school).

Of course, absence results in loss of skill and knowledge, and contributes to continued failure, and the vicious circle remains unbroken. Retardation is considered one of the most reliable measures of the probability that a pupil will not finish high school. Any pupil retarded two years by the time he reaches the seventh grade is unlikely to finish the tenth grade and has only a negligible chance of finishing high school. If a pupil is retarded as much as three years, he is not likely even to enter the ninth grade.

Dislike of the Teacher

Some dropouts, when questioned about their reasons for leaving school, say only that they dislike a certain teacher, but others are able to define their grievances specifically. In a California study (50) of dropouts, pupils complained that lessons were insufficiently explained and that they did not get enough individual help from the teacher. Some of them were honest enough to say that they could have gotten more help, but they were afraid to ask for it. What they wanted most was more personal contact with the teacher. They mentioned often that teachers were not consistent in disciplinary practices, that they were lax and strict without reason, or that the whole class was sometimes punished for the misdeeds of one or two members.

Social Life and Extracurricular Activities

Dropouts, according to the California report, were much more dissatisfied with their social relationships in school than were the nonleavers. They all considered themselves poorly treated by teachers and pupils alike, but the girls were especially sensitive to snubs, to the lack of the "right" clothes, and to rejection by an established clique.

Researchers have also found that dropouts do not take part in extracurricular activities, their reasons for not doing so being lack of money or rejection by their classmates.

Financial Needs

Although pupils from low-income families finish high school, if other circumstances are favorable, financial need is an important reason for dropping out of school in some cases. For the dropout from a disrupted family, a minority group (42, 97), or certain occupational groups it may be the deciding factor. Cook (15) found that dropouts from the eleventh and twelfth grades were forced by unavoidable circumstances, usually financial need, to leave school in larger numbers than were younger dropouts.

Many of those who drop out of school to go to work may simply prefer work to school attendance. The lure of ready money and the sense of independence provided by a job may be strong, especially if the potential dropout does not find school particularly interesting or sees no value in the courses he is required to take.

Another kind of financial problem should be considered--what students have to pay for materials they use in certain courses, such as notebooks and supplies, and what it costs students to take part in extracurricular activities.

Nania (58) studied the cost of some of these things to students attending white public high schools in North Carolina. He found that some schools make no charge; for those that did, median costs ranged from 40 cents for algebra to $11.50 for second-year typewriting. Most schools rely on money-raising projects to pay for uniforms and trips for the football and debating teams. Where money for materials was not provided by the school or by the community groups, median costs to the student ranged from $1 for freshman class, sophomore class, and French Club activities to $23 for cheer leaders. The median cost for attending dramatic productions was 70 cents; for attending athletic contests, $6; for the incidental fees of graduation, $11.90.

Punke (64) reported that while about half the town boys and two-thirds of the farm boys (in his study of expenses of high-school seniors in a group of Southern states) spent $100 or less on dates, about one-tenth of each group spent over $300. Punke also found that 72 percent of all the seniors spent $6 or less for attending athletic events, but 1 student in 20 paid over $15.

Overview (April 1961) reported a survey which found that the average high-school student in Oregon spent $238 a year on extracurricular activities, including proms, class jewelry, and transportation.

Dissatisfaction with the School

Once it was generally accepted that every child ought to finish high school, and that the curriculum must be adapted to meet all needs, the number of pupils who dropped out became a matter of serious concern. Educators most often blamed school dropout on the narrow and inflexible academic curriculum which was intended for pupils who planned to enter college. They acknowledged the obvious need to continue to prepare youth for college, but they considered it a waste of human resources to deny those who did not go to college the kind of education they needed and wanted.

Murk (56) in a study of dropouts in DeKalb, Illinois, found that girls believed that courses in homemaking, business subjects, English, and mathematics were or might have been most helpful. Boys listed industrial arts, mathematics, English, and social studies. Murk considered the listing of English and mathematics, academic subjects, as significant.

Family Background

Nearly all studies of the problem (7, 18, 42, 50, 52, 90) have stressed the importance of the socioeconomic, cultural status of the family of the dropouts, and many of the studies list this factor as the most important single consideration. The school's task of challenging youth to develop their talents by utilizing opportunities to learn cannot be accomplished without the co-operation of parents.

An extensive study of the impact of social class on adolescents was made in a Midwest town in 1941-42 by Hollingshead (32), and one phase of the study concerned the number of dropouts and the factors which contributed to their leaving school. All the youth of high-school age of the upper classes were in school. By far the largest proportion of dropouts, 8 out of 9, came from the lowest social class. Class position was determined by the way the family lived, its income, its possessions, the amount of education of the father and the mother, the family's standing in the community, and its participation in community activities.

In Class III (the middle social class) all the boys and girls finished the eighth grade, and 11 out of 12 of those who eventually dropped out had entered high school; but 64 percent of Class IV and 75 percent of Class V (the lowest social class) had dropped out of school before they were 16 years of age.

The social and economic status of the family is probably a significant factor in the high rate of dropout among Negro boys and girls. Stetler (82) reported that Negro pupils dropped out of school at a rate about 60 percent

greater than that of white pupils. He also found that generally the characteristics associated with withdrawal from school were stronger or more prevalent among Negroes than among whites.

The Bureau of the Census-Department of Agriculture study (85) found relationships between color, sex, and residence, and percent of high-school seniors who do not graduate:

Color and sex	High-school seniors in October 1959	
	Percent graduated	Percent not graduated
Male	84.2%	15.8%
White	84.9	15.0
Nonwhite	76.0	24.0
Female	91.2	8.8
White	91.9	8.1
Nonwhite	84.4	15.6
Residence		
Urban	85.9	14.1
Rural nonfarm	91.1	8.9
Rural farm	88.7	11.3

Studies conducted in Austin, Texas (50), and Tucson, Arizona (97), showed that a majority of the dropouts came from low-income families who lived in substandard housing and belonged to a racial minority. This kind of family tends to look upon education with hostility or indifference, and children from this background find it hard to feel that they "belong" in most schools or that what they learn there will ever be of any use to them.

Bowman and Matthews (9) found that 87.7 percent of the dropouts were in the lower class, and 1.4 percent were in the upper and upper-middle class; corresponding figures for those who stayed in school were 56.7 percent and 11.7 percent.

Mannino (52), in studying the families of dropouts and of children who stayed in school, both from the same socioeconomic background, found significant the mothers' interest in and encouragement of their children's schooling and the families' acquaintance with families having children in college.

Occupation of Parents as Factor

The occupational status of the father has been found to be a significant factor in the study of dropouts. Bledsoe (6) found that those whose parents were employed in professional, managerial, agricultural, clerical, and sales work left school in less-than-expected (by chance) proportions, and those whose parents were unskilled laborers, retired, or unemployed dropped out in greater-than-expected proportions.

Education of Parents as Factor

Bledsoe (6) found that those whose parents had some college did not drop out, those whose parents had completed high school dropped out to the smallest extent; next ranked parents with one to three years of high school, parents with eight years of school, parents with one to four years of school, parents with five or six years of school (largest proportion of dropouts). On the other hand, Nachman, Getson, and Odgers (53) found that 28.5 percent of the fathers of the dropouts had completed 12 or more school grades, but that the fathers of more than half (53.8 percent) the dropouts were in semiskilled or unskilled occupations.

Size of School

It has been suggested that large high schools are more likely to hold pupils through the twelfth grade than are small ones, but a study of the relationship of holding power and size of school made by the U. S. Office of Education (23) shows no clear and consistent evidence to demonstrate the superiority of the larger school over the smaller one. In some states the smaller high schools seem to retain pupils better than the middle-size schools, and in a few states the smallest schools excel even the largest schools in holding power.

Frequent Transfers

Some investigators (6, 14) have noted that frequent change of school may contribute to dropping out. Bledsoe (6) found that while 9.2 percent of the students enrolled continuously in one elementary school dropped out, 35.3 percent of those who had been enrolled in two or more elementary schools dropped out. Frequent change of school not only upsets the pupil's academic routine, but it may also seriously affect his social relationships. This is all the more probable when no attempt is made to orient the transferred pupil to his new surroundings.

Marriage

Many studies of the dropout problem (e.g., 50) list marriage and pregnancy as more or less common causes for leaving school. While some investigators are not inclined to consider marriage a result of as much as a cause for leaving school, the U. S. Department of Labor (88) suggests that marriage as a cause for leaving

school may be understated--27 percent of the girls gave it as the reason for withdrawal.

Woollatt (96) in reporting on the New York State Holding Power Project stated that 78 percent of the girls with IQ's of 110 and above reported that marriage was one of the reasons for leaving school; 42 percent of those with IQ's below 110 mentioned marriage.

Ways of Keeping Pupils in School

There is little debate about the value of keeping youth of high-school age in school as long as possible, although the holding power of a school does not fully measure its success as an educational institution (90). The problem is to discover why schools are not holding more of their pupils through graduation and what can be done about it.

Schools have no control over some of the factors, perhaps the most significant factors, which contribute to school drop-out. They cannot, for example, produce the necessary change in the socioeconomic and cultural background of the pupil or the attitude of his family or neighborhood toward education. They can, of course, at least try to reduce school-induced practices which emphasize the handicaps resulting from differences in background.

To recognize the factors over which the school has little or no control, however, is not to say that the school can do nothing; it is only to define the area within which the school must expand its effort. There is no simple explanation for the behavior of the dropout, and there is no simple or single solution to the problem, but one of the first steps the schools can take is to recognize the potential dropout as early as possible.

In general, pupils apparently leave school because they cannot do the work, they do not like school, or they do not like the teacher. They usually exhibit the following characteristics: (a) fairly consistent regression in scholarship from elementary to senior high school, (b) increasing absences from elementary to senior high school, (c) frequent grade and subject failures on all levels, (d) marked lack of interest in school work, and (e) frequent transfers from school to school. The Michigan Department of Public Instruction (55:17) has listed 20 factors which help to identify the potential dropout:

Consistent failure to achieve in regular school work
Grade level placement two or more years below average for grade
Irregular attendance and frequent tardiness
Active antagonism to teachers and principals
Marked distinterest in school, with feeling of "not belonging"
Low scholastic aptitude
Low reading ability
Frequent changes of schools
Non-acceptance by school staff
Non-acceptance by schoolmates
Friends much younger or older
Unhappy family situation
Marked differences from schoolmates, in re size, interests, physique, social class, nationality, dress, or personality development
Inability to afford the normal expenditures of schoolmates
Non-participation in extra-curricular activities
Inability to compete with brothers and sisters, or ashamed of them
Performance consistently below potential
Serious physical or emotional handicap
Being a discipline case
Record of delinquency.

In writing about the problem of pupils dropping out of elementary school, Greene (28) listed these characteristics of dropouts:

The potential drop-out is more likely to be a boy than a girl.
He perceives himself as not fitting in as other students do. The school program consists of very few activities which hold his interest. He is not interested in school or school activities.
He is relatively unsuccessful in performing school tasks. He is usually below grade level in reading and has little opportunity to gain feelings of security and worthiness from school activities.
He will seek association with other youngsters who find themselves in the same position. His activities will be centered outside school.
He will tend to miss school frequently.
He is likely to be labeled a "discipline" problem.
He will have been retained in grade at least once in the elementary school.
He will have difficulty relating to his teacher or any authority figure. He will feel the need for more personal help, but will be fearful of asking his teacher for this help.

Cassel and Coleman (12), writing from the secondary-school point of view listed these "recurring characteristics among dropouts":

School

Failure of one or more school years (usually 1st, 2nd, 8th, or 9th)
A year or more behind in reading or arithmetic at seventh-grade level
Poor school attendance and numerous truancies

Little or no participation in extracurricular school activities
Attendance at numerous elementary schools
School marks are
Expresses little interest in school or learning
Evidences strong resentment toward school control

Social

Very few friends and associates, and is not well liked by peers
Poor general and personal adjustment
Distrustful and resentful toward adults
Has feelings of "not belonging"
Girls tend to go steady with older boys
Boys tend to own a car
Often in difficulty with community agencies and the law

Personal

Usually purposeless and has no personal goals for achievement
Low scholastic aptitude (IQ's above 109--6%, below 90--46%)
Sixteen years of age or older (35% at 16, 27% at 17 years of age)
Physically is either quite small or quite large for age group
Frequently ill and usually easily fatigued

Family

Usually from weak or broken home
From low-income group, and usually from trade or labor occupations
Education of parents usually below eighth-grade level
Often there are five or more children in the family
Attitude of parents toward graduation negative or vascillating.

Livingston (47) found that a combination of factors is a better indicator of potential withdrawal from school than any single factor. His study determined that the highest correlation (.70) was obtained with a combination of factors which comprised low participation in formal and informal school activities, number of grades detained, and status of persons with whom the pupil lived. Livingston's conclusion suggests that the greater the number of factors working to the disadvantage of the pupil, the greater the chance of the pupil's dropping out of school. However, if pupils were encouraged, by home or other outside influence, to stay in school, they were able to overcome such disadvantages as failure in their studies and nonacceptance by their classmates.

Curriculum Changes

Curriculum changes are the center of concern for many of those interested in attacking the problem of dropouts. They point out that the traditional academic or classical curriculum meets the needs of only the minority, about 30 percent, which goes on to college. It will be recalled, from Table 1 of this memorandum, that about one-third of those who enter grade 9, and about one-half of those who graduate from high school, enroll in college. Those who enter skilled occupations, about 20 percent, may also be adequately prepared by the high schools and the vocational schools, but the remaining 50 to 60 percent are more or less neglected, and many of them drop out of school unprepared for the responsibilities of adulthood.

A curriculum tailor-made for the individual is the goal of educators who believe that pupils drop out because they have found nothing in school which meets their needs. This kind of curriculum recognizes that individual differences in intelligence and aptitude will exist, that there are differences in mental and physical health and emotional stability, and that there are great differences in the social, economic, and cultural backgrounds of individuals (15, 77, 90).

Teachers

A great part of the burden for decreasing the number of dropouts eventually gets back to the classroom teacher. Practically every study of the problem concludes with the recommendation that the teacher ought to know the pupil as an individual, that he ought to give him some personal recognition, and that he ought to counsel him on his personal problems.

Whether or not the teacher can be all things to all pupils all the time, he can try to be sensitive to the need of his pupils for recognition and success, and he can try to understand the peculiar needs of the adolescent. Dropouts often complain that teachers show favoritism, and their discipline is erratic, and that they do not spend enough time just talking to their pupils. Certainly teachers ought to do everything in their power to eliminate such causes of dissatisfaction; but some of the problems which dropouts mentioned can be traced directly to crowded classes, overburdened teachers, and inadequate facilities. The need for more and better teachers is clearly indicated when the problem of the dropout is studied.

Testing, Guidance, and Counseling

Counseling has little value after the pupil has made up his mind to leave school. To be effective, it ought to come as early in the life of the potential dropout as possible. For this reason students of the problem recommended that each pupil be tested early and regularly, and that the information thus acquired be readily available to the classroom teacher.

The high ratio of pupils to counselors is partly to blame for this situation, but classroom teachers and principals do not always help their pupils understand that the counselor is available for all kinds of personal and vocational assistance. In fact, Davis (17) found that if teachers and counselors made special efforts to show potential dropouts that some one in school is truly interested in them, cares about what happens to them, and wants to help them, they get higher marks, provoke less disciplinary action, and stay in school longer.

Vocational guidance ought to be the responsibility of the whole staff. Classes which emphasize the importance of selecting the right job, the educational and other requirements of various jobs, and many factors might be required of all pupils, or at least those for whom high-school courses will be terminal.

Work Experience

A work experience program, in which the pupil is released from school a part of each day to work for pay, is strongly urged by many investigators of the dropout problem. In some of these programs, study and work are closely related, and in others the school simply makes it possible for those who want to work to do so.

School and work programs can make it possible for those who must leave school for economic reasons to continue their education. They can also be useful in vocational guidance, for actual experience on a job may help to clarify the occupational interests and preferences of the pupil. One study of the program indicated that work experience made the pupils realize the value of more education.

Careful study of local conditions must precede establishment of such a program, however, and great caution must be exercised in carrying it out. The following are a few of the issues which must be considered:

- Credit toward graduation
- Relations with local labor unions and employers
- Selection of participants
- Amount of time to be spent on the job and in school
- Supervision of health, wages, hours of employment, and type of work.

Extracurricular Activities

Studies of dropouts show that they generally did not participate in extracurricular activities (83). Since children tend to draw the same class lines as do their parents, potential dropouts are sometimes excluded because of their race or social status. More often the expense of the activities keep them from participating.

Some schools have attacked this problem by reducing the costs of certain extracurricular activities, or by supporting them through the school budget. In view of the criticism of extracurricular activities by nonleavers as well as dropouts, every school could profitably evaluate its program. All pupils ought to have available experiences which will help them to overcome feelings of insecurity. It may be necessary to reorganize the whole program, cutting out some costly activities and adding others so that the greatest possible number of pupils can participate.

A Variety of Approaches

Improvement in school holding power is essentially a local program. It depends upon classroom teachers, administrators, school-board members, and eventually upon the taxpayer in each school district. Each group must decide what price it is willing to pay to provide a high-school education for every youth who can profit by it. A number of writers have suggested remedial measures. Wills (93) suggests:

- Giving pupils of limited ability work within their capacity and remedial reading and remedial arithmetic
- Steering pupils of limited ability to vocational work
- Putting potential leavers in classes of more sympathetic teachers
- Conferring with potential leaver's teachers to find ways of helping him get a feeling of success and to get the feeling that teachers are interested in him
- Letting potential leavers earn their lunches or helping them get a part-time job
- Giving girls reasons for waiting until they are mature to marry (in homemaking classes).

Hightower and others (31), on the basis of their study of drop-outs from elementary schools in eight Illinois counties, contend that there is a problem in the elementary grades which is being ignored. Livingston (48) and Greene (28) also believe that withdrawal from school has its beginnings in elementary school. Livingston points out that although there is no reliable index for detecting potential dropouts, there are signs that should be evident, for example, retardation at least one grade, aloofness from school activities, submissiveness and introversion, broken homes, and low educational attainment and low occupational status of parents. He suggests, therefore, that if the elementary-school program is made to meet the special needs of all pupils, it will give much needed encouragement to those who might tend to drop out of school later.

The State Curriculum Committee on Holding Power of the Michigan Department of Public Instruction (55:18) suggests steps that may be taken to reduce early school leaving:

Changes in Program

Improving the instructional program
Providing part-time employment
Improving the extra-curricular program
Providing experimental classes for potential drop-outs

Changes in Pupil Personnel Practices

Providing occupational information
Assisting with educational choices
Identifying potential drop-outs early
Providing exit interviews for drop-outs
Providing follow-up contacts with drop-outs
Making local drop-out studies
Improving school records and reports
Providing teacher workshops on keeping students in school

Changes in Administrative Procedures

Reducing size of classes
Improving transportation facilities
Providing time for teacher conferences with potential drop-outs
Using case conference approach to hold potential drop-outs

Changes in Ways of Working with Parents and Community

Co-operating in community educational, social, and recreational programs
Taking initiative in obtaining co-operation of parents and others in working with potential drop-outs
Working with local business, industry, armed services, and higher educational institutions to encourage students to stay in school
Establishing job up-grading programs in the community.

Bioux (65), on the basis of information from 91 of the 100 largest schools reported data on specialized educational provisions for drop-outs, and proposed ideal provisions of such programs; some are:

Tighten procedures for officially dropping out of school; interview each potential drop-out; review reasons given for leaving school away from the pupil's school.
Make loans to pupils and help them to get low-cost or free medical care.
Admission to special program should be based on a minimum age of 14 and a maximum of 21, a minimum IQ of 80-85, and length of time out of school.
Pupils in these special programs should be grouped by pupil interest, level of achievement.
The curriculum should be mostly vocational and prevocational with individual help in reading and arithmetic. Classes should be limited to 15 or 20 students.
Supervised work experience should be provided in conjunction with the school work.
Each teacher-counselor should have no more than 40 pupils; entensive use should be made of group guidance.
Students should be followed up for at least a year after they leave these special programs.
Units should be short; each student allowed to progress at his own rate.

What Some Schools Are Doing

Public-school programs have not only done research about the dropout, they have also been actively trying to keep more youth in school. It is difficult, of course, to document the results of these efforts, but a few schools have reported practices that they believe are helping to hold pupils in school.

Kohler and Freedman (40) have compiled outline descriptions of 55 experimental programs, the purpose of which is to prepare young people for employment. Sponsors of most of these programs are public school systems. The programs include pre-employment training and work experience, much of it directed toward helping dropouts.

The NEA Project on School Dropouts is scheduling the publication of a catalogue which will describe what the schools are doing.

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Activity Outside the Schools

The Chicago Junior Chamber of Commerce takes groups of high-school students into industrial plants and offices where they learn about the types of jobs available and what the job requirements and earning potentials are. As a result, it is reported, many of those who are thinking of dropping out of school, decide to stay in school through graduation.

In Texas a group of dropouts formed a "Drop-Outs Anonymous" club where those who have dropped out of school talk with those about to leave school. Through group therapy, seven dropouts of a group of 15 returned to school, five are taking vocational training, one is unemployed, and two are in unskilled jobs. (See also: Sunday Star, Washington, D. C., January 27, 1963, p. F7.)

It is reported that a large department store chain offers part-time employment to high-school dropouts considered potential college material. These youth get jobs only on condition that they return to high school and maintain satisfactory grades.

Dial Tone, house organ of the Indianapolis Works of Western Electric Company, reported in its February 1963 issue that the Company is providing classes on its own premises in such subjects as mathematics, English, history, government, and economics, for its employees. Teachers for these classes are provided by the local public school system. By earning credits in the afternoon or evening classes, employees will be able to complete requirements for high-school graduation. A nominal fee of $1 is charged. The program, begun February 11, 1963, is expected to enable about 750 persons to earn high-school diplomas during the next six years.

Other Publications

The following bibliographies may be of interest to readers:

1. Miller, Leonard M. References on Dropouts: Related to the Identification, Causes, Prevention, and Counseling of Dropouts at the Elementary, Secondary and Higher Education Levels. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, October 1962. 12 p.
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Films and Recording

1. A Decision for Tommy. A tape recording prepared by the National Child Labor Committee and the National Association of Secondary-School Principals. 30 minutes. Available from the NASSP, 1201 Sixteenth Street, N. W., Washington 36, D. C. For purchase only: $6. Story of a student who is uncertain, unhappy, and convinced that school has less value for him than an early job.
2. The Dropout, 29 min., b & w, sponsored by NEA and Mental Health Film Board, is a story of a drop-out and of his community who tackles the problem through remedial reading, work-experience, and other programs. The film may be rented through some state or local mental (or public) health offices, a public library, or university film library. To purchase, write: International Film Bureau, Inc., 332 S. Michigan Ave., Chicago 4, Illinois.
3. The Dropout, 10 min., 16 mm film, $60 for b & w, $120 for color, depicts the frustrating experiences encountered by a high-school dropout. Produced by Santa Monica Police Department and Santa Monica Unified School District. Write: 1418 N. Highland Ave., Hollywood 28, California.
4. The Hurrying Kind, Film, Army Careers, U. S. Continental Army Command, Fort Monroe, Virginia. 22 min., color. Oriented for student-guidance counselors. Points out need for remaining in high school through graduation. Available for free loan.
5. Mike Makes His Mark, Film, Press, Radio and Television Relations of the NEA and its affiliated state education association. 29 min., b & w, color. Portrays a potential dropout, who, through special help through the school's resources--counseling, remedial reading, electric shop, and extracurricular activities--is helped to change his mind about the value of schooling.
5. When I'm Old Enough--Goodbye! Film, 28 min., b & w, geared for special impact on eighth- and ninth-graders where dropout attitude usually first develops, but excellent for all levels. Produced by the U. S. Employment Service, the film is available for loan through state employment agencies or local public employment offices. May be purchased from Louis de Rochemont Associates, 380 Madison Ave., New York 17, New York, for $53.80.

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